

## FAIRFIELD MAGNET SCHOOL FOR MATH & SCIENCE

1647 US HWY 321 BY-PN

Winnsboro, SC 29180

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	420 Students	
<b>Principal</b>	Shayera Whitfield	803-635-4810
<b>Superintendent</b>	Dr. Patrice Robinson	803-635-4607
<b>Board Chair</b>	Mr. Ronald Smith	803-718-8076

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Excellent*</b>
2010	Average	Average
2009	Average	Average
2008	At-Risk	Below Average
2007	At-Risk	Below Average

\* The School's 2011 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

### DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

### SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

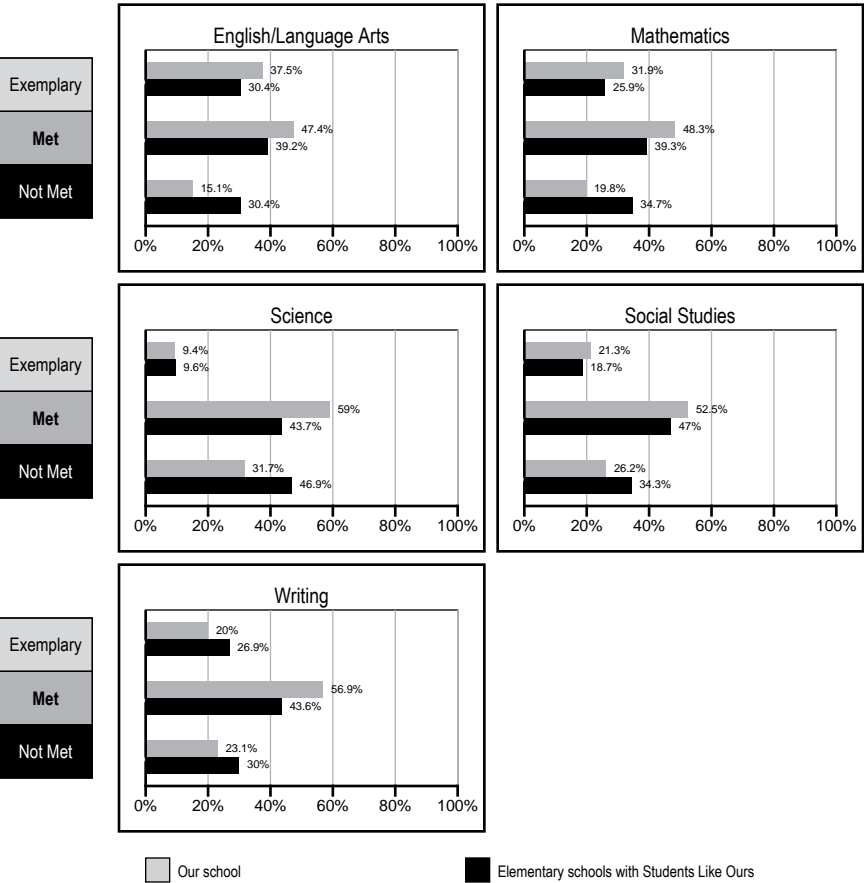
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
4	12	96	30	7

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=420)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	No Change	1.4%	1.1%
Attendance rate	97.2%	Up from 96.4%	95.9%	96.2%
Served by gifted and talented program	31.8%	Up from 24.1%	8.1%	13.4%
With disabilities other than speech	1.3%	Down from 2.9%	4.5%	4.1%
Older than usual for grade	0.0%	No Change	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.5%	0.0%	0.0%
<b>Teachers (n=34)</b>				
Teachers with advanced degrees	47.1%	Up from 32.3%	61.4%	62.5%
Continuing contract teachers	82.4%	Up from 48.4%	85.4%	88.2%
Teachers returning from previous year	54.3%	Down from 55.5%	86.4%	87.8%
Teacher attendance rate	92.8%	Down from 93.8%	95.1%	95.2%
Average teacher salary*	\$42,701	Up 3.8%	\$45,698	\$46,773
Professional development days/teacher	7.8 days	Down from 8.5 days	10.5 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 1.5	4.0	4.0
Student-teacher ratio in core subjects	8.9 to 1	Down from 18.0 to 1	18.3 to 1	19.9 to 1
Prime instructional time	88.3%	Down from 89.2%	90.0%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	88.8%	Down from 97.1%	100.0%	100.0%
Character development program	Good	Up from Below Average	Excellent	Excellent
Dollars spent per pupil**	\$7,626	Down 0.3%	\$7,852	\$7,447
Percent of expenditures for instruction**	69.2%	Down from 71.8%	67.9%	68.4%
Percent of expenditures for teacher salaries**	66.9%	Up from 63.7%	64.8%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

The 2010-2011 school year at Fairfield Magnet School for Math and Science was an outstanding one as we were "Improving Tomorrow by Learning Today."

Our students continued to progress in many ways. We focused our attention on raising the bar to surpass the accomplishments of the previous year. To do this, we focused on closing the achievement gap using a variety of best practices driven by our curriculum standards. We successfully implemented using data to drive instruction, focused on rigorous teaching, and embedded intervention throughout the academic year and small group reading and math instruction to focus on annual growth for all students. Two of our sixth grade students were recognized for their science accomplishments at the state Science Fair. Students were recognized by the district for achieving Exemplary in two or more areas on the 2010 PASS. We celebrated our students who achieved their MAP goals and made gains from fall to spring. Many of our students received awards for the arts and academics throughout the year, as well as making the Principal's Honor Roll. This year, we received the Farm-to School grant that will allow our students to plant on-site gardens aimed at getting fresh fruits and vegetables onto lunchroom tables and practice healthy eating habits. The implementation of the Best Foot Forward Club has also improved the healthy eating habits of many of our students.

Increasing learning and leadership opportunities beyond the classroom for our students is one of our goals. We saw growth in our students' accomplishments on the MAP test. Students who were demonstrating lack of growth were included in our RTI (Response to Intervention) groups, where additional attention was given to that student and a plan developed and implemented to monitor student's progress. Our students participated in the Wildcat Morning Show, chorus, drumline, Media Assistant Team, Dance Company, Flag Patrol, Art Works and special performances to showcase their talents.

We held many educational, informative, and motivational events in an effort to increase learning opportunities and community involvement. Meet and Greet, Open House, Pastries for Parents, Field Day, PASS Rally, Family Math and Science Night, Family Literacy Night, the Science Fair, Career Fair, Pageant, and student PTO performances are some events that enhanced learning and engaged students in fun, standard-based activities. Many of our music, dance, art, and Spanish students participated in the two parades held in our community. Parent support of these events was great this year!

In addition to providing a challenging curriculum, the school continues to offer a stellar Fine Arts program. Dance, Strings, Music, Spanish, Art, Chorus, Show Band, and Drumline provided an additional platform for students to showcase their talents. Teachers implemented rigorous instructional practices based on data analysis and Barbara Blackburn's book *Rigor is Not a Four Letter Word*. "Yardsticks to Success" behavioral management system, Green Day celebrations, and positive referrals remain instrumental in encouraging positive student behavior.

For the 2011-2012 school year, we will enhance our curriculum by implementing the STEMS model and exposing our students to technology and engineering which will accompany the math and science curriculum. Teachers will continue to use the work of Barbara Blackburn, the author of *Rigor is Not a Four Letter Word*, as they strive to challenge our students to be thinkers and learners.

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	60	34
Percent satisfied with learning environment	90.0%	78.3%	84.8%
Percent satisfied with social and physical environment	80.0%	81.7%	78.8%
Percent satisfied with school-home relations	86.7%	95.0%	78.8%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.3%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.6%	0.0%	No
Student attendance rate	97.2%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	232	100	15.1	47.4	37.5	89.7	75.4	82.4	Yes	Yes
Gender										
Male	100	100	19	45	36	86	70.1	78.7	N/A	N/A
Female	132	100	12.1	49.2	38.6	92.4	81.1	86.2	N/A	N/A
Racial/Ethnic Group										
White	33	100	15.2	48.5	36.4	90.9	81.1	88.9	I/S	I/S
African American	196	100	15.3	48	36.7	89.3	74.4	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	82.6	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
Disability Status										
Disabled	17	100	41.2	47.1	11.8	70.6	47.9	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	80	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	195	100	16.9	49.2	33.8	88.2	74.2	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	232	100	19.8	48.3	31.9	89.2	74.2	81.9	Yes	Yes
Gender										
Male	100	100	24	46	30	88	72.5	79.9	N/A	N/A
Female	132	100	16.7	50	33.3	90.2	76	84.1	N/A	N/A
Racial/Ethnic Group										
White	33	100	15.2	45.5	39.4	87.9	81.7	88.9	I/S	I/S
African American	196	100	20.4	49	30.6	89.3	72.6	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	95.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
Disability Status										
Disabled	17	100	35.3	23.5	41.2	70.6	47.4	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	100	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	195	100	22.1	50.3	27.7	88.2	73.5	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	139	100	31.7	59	9.4	68.3	52.5	68.6
Gender								
Male	59	100	30.5	59.3	10.2	69.5	51	68.3
Female	80	100	32.5	58.8	8.8	67.5	54	68.9
Racial/Ethnic Group								
White	23	100	17.4	56.5	26.1	82.6	70.3	80.7
African American	114	100	35.1	58.8	6.1	64.9	49.2	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	73.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	29.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	69.2	60.7
Socio-Economic Status								
Subsidized meals	120	100	35.8	55	9.2	64.2	50.7	57.3

Social Studies

All Students	141	100	26.2	52.5	21.3	73.8	61.5	72.5
Gender								
Male	68	100	33.8	41.2	25	66.2	60.1	72
Female	73	100	19.2	63	17.8	80.8	63.1	73.1
Racial/Ethnic Group								
White	17	100	29.4	52.9	17.6	70.6	71.7	81
African American	123	100	26	52	22	74	59.8	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	73.3	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
Disability Status								
Disabled	13	100	30.8	38.5	30.8	69.2	39.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	81.8	69.7
Socio-Economic Status								
Subsidized meals	117	100	30.8	52.1	17.1	69.2	59.9	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	65	100	23.1	56.9	20	76.9	63.7	73.2	97.2	96.7
Gender										
Male	23	100	26.1	65.2	8.7	73.9	56.9	67.2	96.9	96.5
Female	42	100	21.4	52.4	26.2	78.6	70.7	79.4	97.4	96.9
Racial/Ethnic Group										
White	13	100	N/AV	N/AV	N/AV	69.2	58.2	81.5	96.4	94.8
African American	52	100	21.2	53.8	25	78.8	64.5	61.3	97.4	97
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	99.3	99.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	94.7	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	N/A	97
Disability Status										
Disabled	5	I/S	I/S	I/S	I/S	I/S	23.4	26	96.3	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	94.7	96.3
Socio-Economic Status										
Subsidized meals	56	100	25	55.4	19.6	75	61.8	63.2	97.2	96.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	48	100	20.8	37.5	41.7	79.2
	4	65	100	29.7	40.6	29.7	70.3
	5	57	100	17.5	57.9	24.6	82.5
	6	69	100	29.4	48.5	22.1	70.6
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	59	100	13.6	20.3	66.1	86.4
	4	48	100	12.5	62.5	25	87.5
	5	65	100	18.5	53.8	27.7	81.5
	6	60	100	15	55	30	85
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	48	100	31.3	37.5	31.3	68.8
	4	65	100	20.3	50	29.7	79.7
	5	57	100	26.3	56.1	17.5	73.7
	6	69	100	22.1	55.9	22.1	77.9
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	59	100	18.6	40.7	40.7	81.4
	4	48	100	22.9	47.9	29.2	77.1
	5	65	100	24.6	49.2	26.2	75.4
	6	60	100	13.3	55	31.7	86.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	24	100	62.5	33.3	4.2	37.5
	4	65	100	29.7	62.5	7.8	70.3
	5	28	96.4	18.5	55.6	25.9	81.5
	6	35	100	48.6	45.7	5.7	51.4
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	29	100	27.6	58.6	13.8	72.4
	4	48	100	35.4	62.5	2.1	64.6
	5	32	100	40.6	34.4	25	59.4
	6	30	100	N/AV	N/AV	N/AV	80
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	24	100	37.5	41.7	20.8	62.5
	4	65	100	31.3	59.4	9.4	68.8
	5	29	96.6	28.6	53.6	17.9	71.4
	6	34	100	12.1	57.6	30.3	87.9
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	30	100	26.7	46.7	26.7	73.3
	4	48	100	37.5	52.1	10.4	62.5
	5	33	100	27.3	57.6	15.2	72.7
	6	30	100	6.7	53.3	40	93.3
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	48	100	35.4	39.6	25	64.6
	4	65	98.5	34.9	52.4	12.7	65.1
	5	57	100	29.8	49.1	21.1	70.2
	6	68	97.1	33.3	42.4	24.2	66.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	65	100	23.1	56.9	20	76.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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